

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Lee Central High School

District: Lee County School District

Principal: Dr. Nathaniel Nelson

Superintendent: Dr. Cleo Richardson

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

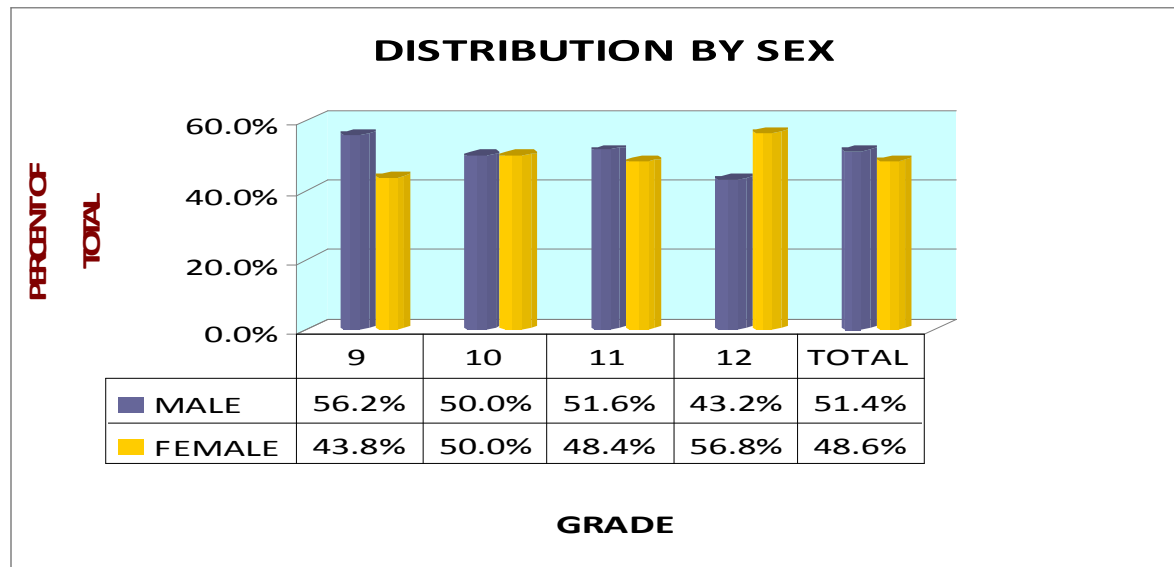
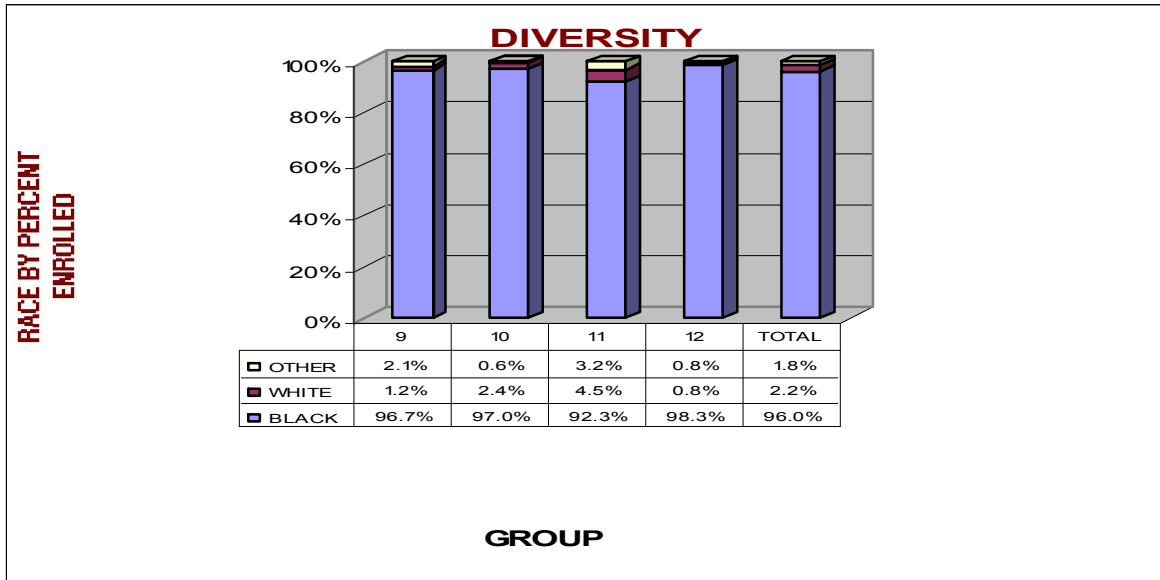
This section of the Lee Central High School Focused School Renewal Plan provides the school characteristics, student and community demographic data, the 2008-2009 Focused School Renewal Plan goals, the rationale for the 2008-2009 Focused School Renewal Plan goals, and the expected outcomes.

Lee Central High School is a public, rural high school located in Lee County. In August of the 2000-2001 school year, Bishopville High School and Mt. Pleasant High School were consolidated into Lee Central High School. The high school is centrally located in the county. The attendance area encompasses the entire county. This includes both the rural and city neighborhoods, mobile home parks, family farms, a small medical facility, and manufacturing plants. During the 2007-2008 school year, the campus has recently opened the doors of its newly on-site state of the art career and technology education facility.

Lee Central High School serves a predominantly rural community characterized by manufacturing and retail businesses. The business community strongly supports the school by donating money, coupons, and giveaway prizes; by providing facilities and supplies; and by sponsoring suppers and barbecues for special events.

Lee Central High School is a recipient of the 2007-2008 Education and Economic Development Act (EEDA) and Work of the At-Risk Student Committee (ARSC) Nine Schools Project Planning and Professional Development Dropout and High Schools That Work grants. These grants have allowed the school to implement increases in literacy skills, professional development, as well as a means of planning for professional developments for implementation of dropout prevention initiatives.

The total enrollment of Lee Central High School is 679 students. The racial/ethnic composition of Black/African-American is 652 students; Hispanic is 10 students; Other is 2 students; and White is 15 students. Lee Central High School, having a poverty index of 92.24%, operates under a district-wide school lunch program which 611 students receive subsidized meals. The student body consists of (242) 9th graders, (164) 10th graders, (155) 11th graders, and (118) 12th graders. In addition, 51.4% of the student population is male and 48.6% is female while 96.0% is Black, 2.2% is White, and 1.8% is Other. Due to low numbers of enrollment in the population of White and Other, the data charts represented indicate 0% as it pertains to these populations because of an insufficient sample. The faculty of Lee Central High School, consisting of 59 teachers, 5 administrators, 3 guidance counselors, 1 Project Act Coordinator, and 6 support staff, is a diverse group of individuals dedicated to the education and training of those served by the school – its students.



Summary of Process

The collaborative teams utilized in developing the goals were as follows: student achievement, teacher/administrator quality, school climate, district priority, Curriculum Leadership Team, attendance committee, and the Report Card Data Team. The teams followed the following process, when applicable, which includes but is not limited to the following: conducted team meetings at designated times; reviewed data and developed performance goals, data sources, overall measures, strategies, activities, timeline, person responsible, estimated cost, funding source, and indicators of implementation; researched effective instructional strategies; reviewed lesson plans; observed teachers; and developed testing schedules. The School Curriculum Leadership Team reviewed with the faculty and staff the findings of the 2007-2008 External Review Team Confirmation Committee report. The comments that would help improve student performance were reviewed and prioritized in correlation with the needs assessment to determine the order of implementation in the Focused School Renewal Plan and the estimated cost and funding source. After analyzing national and state data and parent, student, and teacher surveys, and the 2007-2008 External Review Team Confirmation Committee's comments that would improve student performance, the School Leadership Team determined the needs of Lee Central High School and developed the Focused School Renewal Plan indicating the target growth for the 2009 data.

This critical review and analysis of data such as graduation rate, Longitudinal HSAP, and End of Course (EOC) test were used to determine goals that will allow the students of Lee Central High School to make a significant achievement this school year and in the future. The goals for Lee Central High School are as follows:

- The High School Graduation Rate will increase from 69.5% in 2008 to 79.4% for 2009
- The HSAP Longitudinal Exit Exam Passage rate will increase from 83.9% in 2008 to 87.4% for 2009
- The percentage of students scoring 70 or above on the End-of-Course Test for English I, Algebra I, and Physical Science will increase from 48.9% in 2008 to 70% for 2009.
- The HSAP first attempt is not one of our focused goals because the passage rate increased tremendously from 56.9% in 2007 to 66.7% in 2008. However, our goal is to increase the number of HSAP first attempt takers from 66.7% in 2008 to 70% for 2009 on the HSAP first attempt.

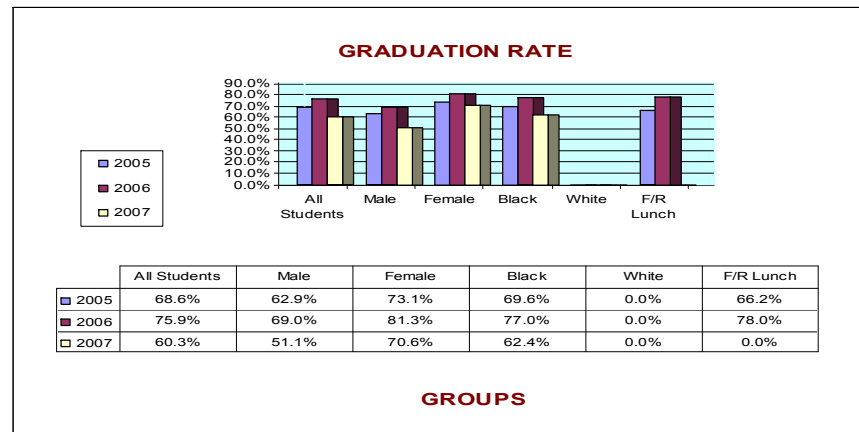
By using the Absolute Rating Calculator, we were able to determine our simulated performance index for 2009 will be 3.1 and the simulated absolute rating will be below average. We believe that satisfactory progress will be made towards achieving these goals as a clear plan of action has been established in order to ensure success.

School Year	2008-2009	Points assigned	Weight	Score
HSAP 10 th first attempt passage rate	70%	5	0.20	1
HSAP longitudinal passage rate	87.4%	2	0.30	0.6
% Scoring 70 or above on EOC	70%	3	0.20	0.6
Simulated high school graduation rate	79.4%	3	0.30	0.9
Simulated Absolute Performance Index =				3.1
Simulated Absolute Rating =				Below average

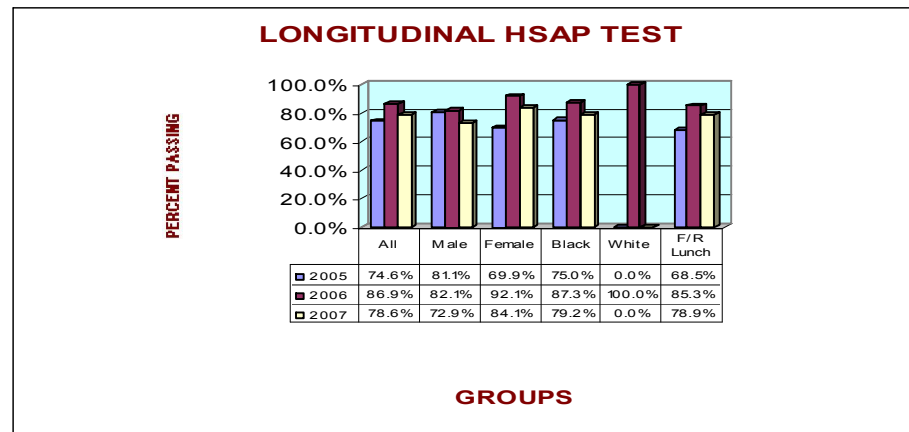
After the review, the consensus was that we focus on improving English I End of Course tests because data reveals a significant decrease of English I scores on EOC tests, and we did not meet our goal for English in the 2007-2008 Focus School Renewal Plan; therefore, the principal has selected a goal which specifically targets growth in the area of English I for EOC; additional focus has also been placed on Longitudinal HSAP Performance and graduation rate during the 2008-2009 school year.

Summary of Data use for Identification of Goals

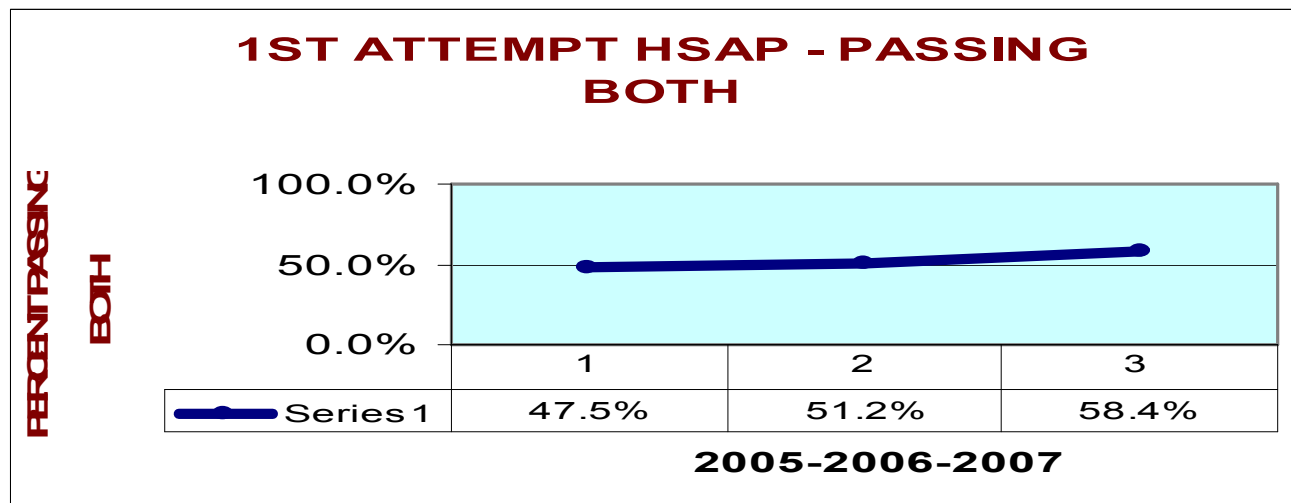
Graduation, dropout, and retention rates were included in the needs assessment for identifying goals. The graduation rate for students at Lee Central High School fluctuated from 71.5% in 2003 to 77.2% in 2004 to 68.6% in 2005 to 75.9% in 2006 to 60.3% in 2007. The retention rate for students at Lee Central High School has fluctuated over the past four years. In 2003, the retention rate was 11.2% and has decreased to 9.3% in 2004 and increased to 13.3% in 2005 and decreased to 8.0% in 2006. Additionally, the percentage of students who are older than usual has fluctuated from 17.6% in 2003 and decreased to 15.2% in 2004 and decreased to 14.9% in 2005 and increased to 18.0% in 2006. In 2003, the annual dropout rate was 4.6% and decreased to 2.5% in 2004 and continued to decrease to 0.2% in 2005 and increased to 4.9% in 2006. When closely examining the past three years, the data reveals the rate continues to fluctuate while decreasing more significantly from the years of 2006 to 2007 for all students as well for those represented in the Black, Free and Reduced Lunch, Male, and Female student population.

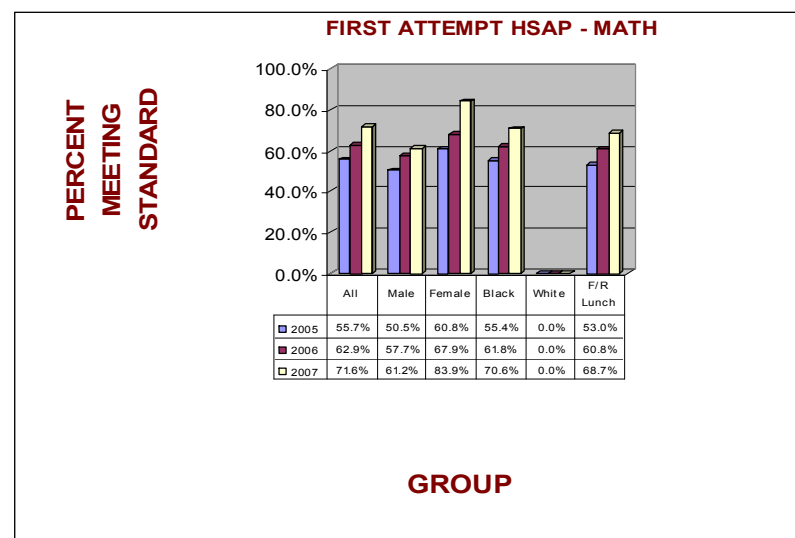
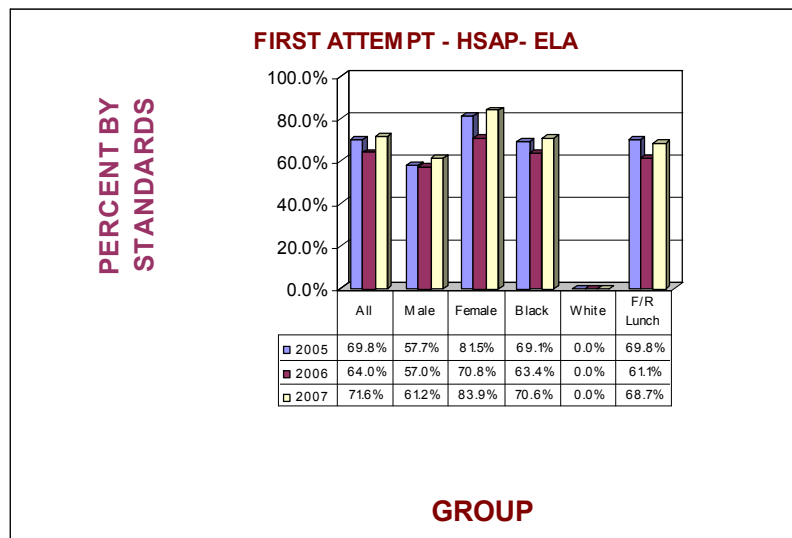


The statewide assessment data collected include HSAP Exit Exam performance. The first year that the HSAP was administered to all second year students was during the 2004 school year. At that time in 2004, 55.3% of those taking the exam passed both parts of the exam; in 2005, 47.5% of those taking the exam passed both parts of the exam; in 2006, 51.2% of those taking the exam passed both parts of the exam; and in 2007, 58.4% of those taking the exam passed both parts of the exam. Longitudinal HSAP data reflects the percentage of students who pass the HSAP by the spring graduation two years after taking the examination for the first time. At that time in 2004, 78.9% passed; in 2005, 74.6% passed; in 2006, 86.9% passed; and in 2007, 78.6% passed. From the 2005 to 2007 there has been a decline for all students. However, Female students appear to have progressed at the greatest rate since 2005. Moreover, the data over the past three years shows that there has been an increase in the number of students passing both parts of the HSAP during the first attempt. In 2005, 47.5% passed, while in 2006, 51.2 % passed, and in 2007, 58.4% passed.

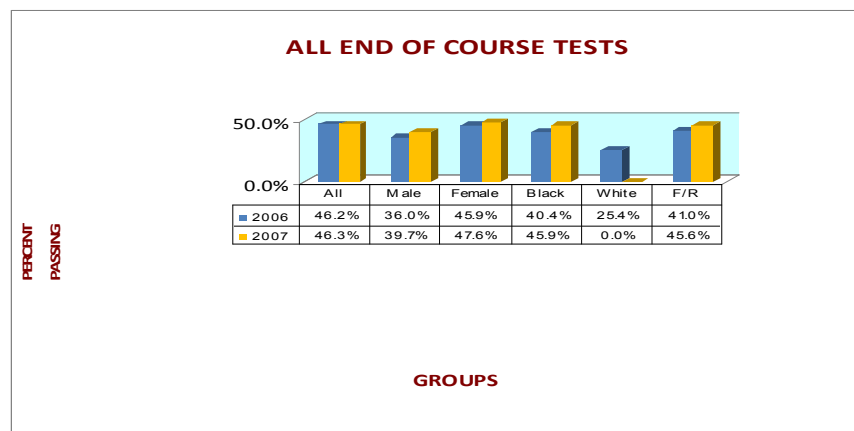


Furthermore, the data within the past three years reveals an increase in the number of students passing the Mathematics portion on the first attempt for all students as well as those represented in each demographical population while the data for those passing the English Language Arts portion fluctuates for all students as well as those students represented in each demographical population.



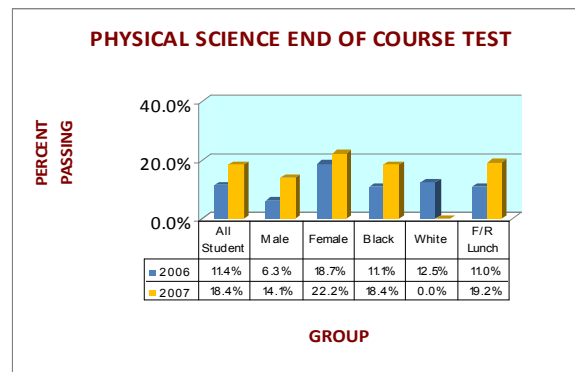
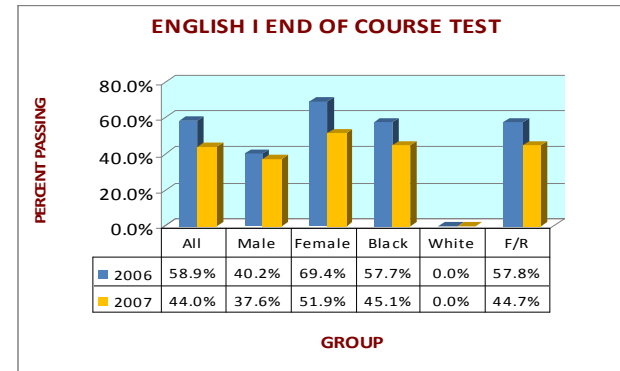
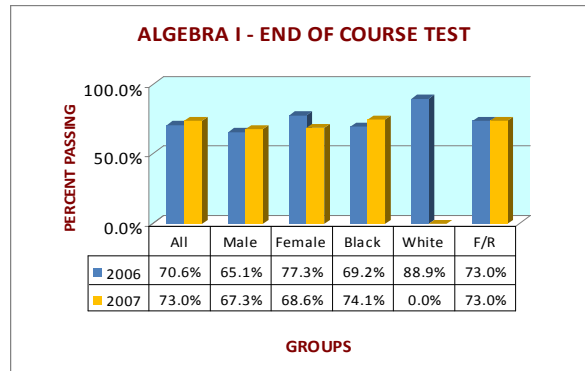


The first year that the End of Course Examination was administered in Algebra I and Mathematics for the Technologies II was during the 2004 school year. This examination counted 20% of the student's final grade in these two courses. In 2004, Lee Central High School tested 220 students. In 2005, Algebra I/Mathematics for the Technologies II, Biology I/Applied Biology II, English I, and Physical Science exams were administered. In 2005, Lee Central tested 84 students in Algebra I/Mathematics for the Technologies II, 162 students in Biology I/Applied Biology II, 173 students in English I, and 191 students in Physical Science. The percentage of students who took these examinations are as follows: 31.0% in Algebra I/Mathematics for the Technologies II, 6.8 % in Biology I/Applied Biology II, 12.7% in English I, and 1.6% in Physical Science. In 2006, Lee Central tested 300 students in Algebra I/Mathematics for the Technologies II, 159 students in Biology I/Applied Biology II, 184 students in English I, and 220 in Physical Science. The percentage of students who took these examinations are as follows: 30.7% in Algebra I/Mathematics for the Technologies II, 6.9% in Biology I/Applied Biology II, 23.9% in English I, and 4.2% in Physical Science. The 2007 End of Course Examination percentage is 41.8%.



When closely examining the End of Course Examination data within the past two years, the data shows an increase for all students; however, there has been a drastic decline for those students represented in the White population, revealing 25.4% who passed all tests in 2006 and in 2007, while too few were tested to show in the data for many

subcategories. Additionally, the data reveals a 2.4% increase for all students in Algebra I, while the data reveals a 14.9% decline for students in English I. Moreover, the data reveals a 7% increase for all students in Physical Science from 2006 to 2007.



Narrative for Selective Goals

Lee Central High School has specifically chosen goals that will allow our students to make significant academic achievement this school year and in the future. Because the chosen goals are attainable and directly linked to student achievement, they will enable the school to meet expected progress as it pertains to Federal No Child Left Behind Act Adequate Yearly Progress State Report Card. The goals provide strategies that will improve percentage of students meeting and/or exceeding standard on the state standards-based assessment, increase graduation rate as well as increase Longitudinal HSAP ensuring the overall success for all students.

After analyzing national and state data and parent, student, and teacher surveys, and the 2007-2008 External Review Team Confirmation Committee's comments that would improve student performance, the School Leadership Team determined the needs of Lee Central High School and developed the Focused School Renewal Plan indicating the target growth for the 2009 data. This critical review and analysis of data such as graduation rate, Longitudinal HSAP, and EOC test were used to determine goals that will allow the students of Lee Central High School to make a significant achievement this school year and in the future.

After the review, the consensus was that we focus on improving English I End of Course tests because data reveals a significant decrease of English I scores on EOC tests, and we did not meet our goal for English in the 2007-2008 Focus School Renewal Plan; therefore, the principal has selected a goal which specifically targets growth in the area of English I for EOC; additional focus has also been placed on Longitudinal HSAP Performance and graduation rate during the 2008-2009 school year.

School Timeline

2008

March -2008

- Curriculum guide development
- Student Registration for 2008-2009 School Year
- Lesson Plans evaluated weekly by designated administrator
- Observation of all teachers by the administration and curriculum leadership team
- Monthly faculty and staff meeting
- Monthly Common Planning Staff Development Meeting (Departmental Session for Analyzing Student Data/Implementing Research-based Strategies and Standards-based Assessments)
- Monthly Bi-Period Meeting for Staff (Focus: Course/Student Registration)
- Weekly Report Card Data Meeting
- Weekly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker.)
- Homework Center/Credit Recovery for students who need academic assistance

April -2008

- Curriculum guide development
- Lesson plans examined and evaluated weekly by designated administrator
- Observation of all teachers by the administration and curriculum leadership team
- Monthly faculty and staff meeting
- Monthly Bi-Period Meeting for Staff
- Monthly Common Planning Staff Development Meeting (utilizing study book *Classroom Instruction that Works* to focus on the research-based instructional strategy of cooperative learning (April 2)
- Monthly Departmental Data Meetings
- Weekly Report Card Data Meeting
- Weekly Collaborative Meeting with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker.)
- HSAP Spring Testing for Students (April 22-25)
- Homework Center/Credit Recovery for students who need academic assistance

May -2008

- Curriculum guide development
- Master Schedule development
- End of Course Examination for Students (May 7-16)
- Advanced Placement (AP) Exams (May 6-16)
- Lesson plans examined and evaluated weekly by designated administrator
- Monthly faculty and staff meeting
- Monthly Bi-Period Meeting for Staff
- Monthly Common Planning Staff Development Meeting (May 6)
- Monthly Departmental Data Meetings
- Weekly Report Card Data Meeting
- Weekly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker.)
- Homework Center/Credit Recovery for students who need academic assistance

June -2008

- Curriculum guide development
- Analysis of test data (scheduling and curriculum needs)

July -2008

- Review and analyze data for planning strategies for 2008-09
- Teachers will participate in the summer Curriculum and Instruction of Gifted and Talented Course

August -2008

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly faculty and staff meeting
- Monthly Bi-Period Meeting for Staff
- New/Induction Teachers Training (Focus: classroom instruction, classroom management, communication, etc.)
- Master Schedule Development Adjustments (HSAP remediation courses)
- Monthly Common Planning Staff Development Meeting (Focus: effective lesson planning, revised Bloom's Taxonomy)
- Monthly Departmental Data Meetings (analysis and review of student data)
- Bi-Monthly Report Card Data Meeting (Identification of Students in danger of not graduating)
- Bi-Monthly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker)
- CATE Department HSAP 12th Graders Initiative Plan development
- Complete graduation template for 2009 graduates and maintain/monitor status of each grade level graduation rate
- Comprehensive Drop-Out Program development

September -2008

- Parent Monthly Sessions (Extended Day Program)
- Lesson plans examined and evaluated weekly by designated administrator
- Monthly faculty and staff meeting
- Monthly Bi-Period Meeting for Staff
- Monthly Common Planning Staff Development Meeting (Focus: Explicit Direct Instruction)
- Monthly Departmental Data Meetings (Focus: Departmental Goal Setting)
- Bi-Monthly Report Card Data Meeting
- Bi-Monthly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker)
- Homework Center/Credit Recovery for students who need academic assistance
- Student Conferences (Focus: Courses, IGP, and Career Counseling)
- Contact all dropouts and students whose status is unknown
- Homework Center/Credit Recovery for students who need academic assistance

October -2008

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly Bi-Period Meeting for Staff
- Monthly faculty and staff meeting
- Monthly Common Planning Staff Development Meeting (Focus: Researched Based Strategies: *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock)
- Monthly Departmental Data Meetings (Focus: Interpreting MAP data/Effective Implementation of Instructional Strategies to Address Student Individual Needs)
- Bi-Monthly Report Card Data Meeting

- Bi-Monthly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker)
- MAP Testing for Students
- Homework Center/Credit Recovery for students who need academic assistance

November -2008

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly faculty and staff meeting
- Monthly Common Planning Staff Development Meeting (Differentiated Instruction/Standards-based Assessments/Rubrics)
- Monthly Departmental Data Meetings (Disaggregate/Analyzing data from MAP Test to improve instruction)
- Dissemination of MAP data with students and parents
- Student Achievement Celebration for recognizing MAP participants
- Bi-Monthly Report Card Data Meeting
- Bi-Monthly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker.)
- Homework Center/Credit Recovery for students who need academic assistance

December-2008

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly faculty and staff meeting
- Monthly Bi-Period Meeting for Staff
- Monthly Common Planning Staff Development Meeting
- Monthly Departmental Data Meetings
- Bi-Monthly Report Card Data Meeting
- Bi-Monthly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker.)
- Homework Center/Credit Recovery for students who need academic assistance

January-2009

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly Bi-Period Meeting for Staff
- Monthly faculty and staff meeting
- Monthly Common Planning Staff Development Meeting
- Monthly Departmental Data Meetings
- Bi-Monthly Report Card Data Meeting
- Bi-Monthly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker.)
- MAP Testing for Students
- Homework Center/Credit Recovery for students who need academic assistance

February-2009

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly faculty and staff meeting
- Monthly Bi-Period Meeting for Staff
- Monthly Common Planning Staff Development Meeting
- Monthly Departmental Data Meetings
- Bi-Monthly Report Card Data Meeting

- Bi-Monthly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker.)
- Homework Center/Credit Recovery for students who need academic assistance

March-2009

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly faculty and staff meeting
- Monthly Bi-Period Meeting for Staff
- Monthly Common Planning Staff Development Meeting
- Monthly Departmental Data Meetings (Focus: Interpreting/Analyzing MAP data and Instruction/Effective Implementation of Instructional Strategies)
- Weekly Report Card Data Meeting
- Dissemination of MAP data with students and parents.
- Student Achievement Celebration for MAP participants
- Weekly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker)
- Homework Center/Credit Recovery for students who need academic assistance
- Provide indicators of satisfactory implementation of FSRP

April-2009

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly faculty and staff meeting
- Monthly Bi-Period Meeting for Staff Monthly (Focus: Course/Student Registration)
- Monthly Common Planning Staff Development Meeting
- Monthly Departmental Data Meetings
- Bi-Monthly Weekly Report Card Data Meeting
- Bi-Monthly Weekly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker)
- Homework Center/Credit Recovery for students who need academic assistance

May-2009

- Lesson plans examined and evaluated weekly by designated administrator
- Monthly Bi-Period Meeting for Staff
- Monthly faculty and staff meeting
- Monthly Common Planning Staff Development Meeting
- Monthly Departmental Data Meetings
- Bi-Monthly Report Card Data Meeting
- Bi-Monthly Collaborative Meetings with Curriculum Leadership Team (study group book, *The Results Fieldbook: Practical Strategies from Dramatically Improved Schools* by Mike Schmoker)
- Homework Center/Credit Recovery for students who need academic assistance

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1:

By April 1, 2009, students in grade 9 tested by Measures of Academic Progress (MAP) will demonstrate a mean of 3 points longitudinal achievement growth in the RIT band score from the fall MAP test administration to the spring MAP test administration, so that students will score 70% or above on the English 1 and Algebra 1 End-of-Course (EOC) Test.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
a. Provide English and Mathematics Lab classes during the school day for students who need academic assistance.	Principal: N. Nelson, Curriculum and Instruction Facilitator: L. Lesane, and Curriculum Leadership Team: M. Davidson, J. Dizzley, S. Harrison, D. Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas	August 2008	English and Mathematics' Lab classes will be provided during the school day to students who need academic assistance in passing the End-of-Course Exam to provide students with a variety of instructional approaches designed to address their individual learning styles and identified academic needs. <ul style="list-style-type: none"> • A master list of lab classes and the times that they are taught will be compiled by the curriculum leadership team. • The Mathematics and English department chairs will meet monthly to discuss content and student progress. Minutes and agendas will be maintained by department chairs. • Flanagan's Test for Higher Learning will be administered quarterly and data analyzed to ensure students are mastering content. Minutes and agendas will be maintained by department chairs. • Lesson plans will be reviewed weekly and rated using a lesson plan rubric. Feedback to teachers will be provided in writing. The administrative team will provide documentation. • The administrative team will observe classes on a weekly basis and provide teacher's with feedback in writing.
b. Implement an Enrichment period into the regular school day to place extra emphasis on reading and writing.	Principal: N. Nelson, Assistant to the Principal: J. Martin	August 2008	A twenty minute enrichment program will be implemented into the regular school day. During this period, students will have school wide silent reading and writing activities. This strategy will improve students reading comprehension and writing skills. This will provide a total of 100 extra minutes per week with a primary focus on literacy outside of the regular classes. <ul style="list-style-type: none"> • The 2008-2009 Lee Central High School bell schedule will be developed to ensure the enrichment period. Johnny Martin is responsible for documentation. • The English department will present a reading and/or writing strategy on WLCHS (Lee Central High School television channel).

			<p>This strategy will be the focus for the week. A list of topics and/or strategies with dates will be provided. Lokesia Lesane will provide documentation.</p> <ul style="list-style-type: none"> All students will be provided with journals to maintain their writing and reading strategies and topics. Enrichment period teachers will sign for journals that they must distribute to students. A sign-in sheet and 5-6 journals will be used for documentation. Lokesia Lesane will provide documentation.
c.	Adopt the S ³ Default Curriculum developed by the SC Department of Education to ensure focus is being placed on essential understandings.	Executive Director of Instruction: Bernice Wright, Principal: N. Nelson, and Curriculum Facilitator: L. Lesane	<p>August 2008</p> <p>The S³ Default Curriculum will be adopted. This curriculum will help in "chunking" and "outlining" of standards to provide focus on the essential understandings in English 1 and Algebra 1.</p> <ul style="list-style-type: none"> Lesson plans will be reviewed weekly and rated using the lesson plan rubric to ensure pacing guides are being followed. Lokesia Lesane will be responsible for documentation. Teachers will attend three S³ Curriculum Support Training Sessions. Request to Attend forms will be maintained along with agendas from meetings. Bettie Pearson will be responsible for documentation. Curriculum development training will be provided quarterly for teachers. Agendas and sign-in rosters will be maintained by Lokesia Lesane. Follow-Up observations and training will be provided quarterly for teachers. Agendas and sign-in sheets will be maintained by Lokesia Lesane.
d.	<p>Provide built-in tutorial day and extended day programs for students who need academic assistance.</p> <ol style="list-style-type: none"> Continue to identify students who are below basic and/or basic in English/Language Arts and Mathematics on the 8th grade PACT, and who are not maintaining a "77" or higher in English I and Algebra I for the 1st-3rd quarters. Provide support for students who need academic assistance with individual courses through The Homework Center. 	Curriculum and Instruction Facilitator: L. Lesane, Lead Teacher: Z. McKnight, Guidance Counselors: C. Scarborough, D. Wilson	<p>September 2008</p> <p>Built-in tutorial day and extended day programs for students who need academic assistance in English I and Algebra I will be provided.</p> <ul style="list-style-type: none"> Agendas/Minutes/Sign-in sheets will be maintained for daily attendance and active participation to ensure that the identified students are participating. Zenobia Johnson-McKnight will provide documentation. Pre/post test will be administered for baseline data. Zenobia Johnson-McKnight will provide documentation. Department chairpersons will create tutorial schedules and be responsible for posting them throughout the school. Tutorial schedules will also be placed in school mailers to parents. Department chairperson will be responsible for documentation.
e.	Mail parent invitation letters and conduct parent information sessions regarding the extended day program.	Principal: N. Nelson and Lead Teacher for EOC Extended Day Program: Z. McKnight	<p>September 2008</p> <p>Invitation letters will be mailed to parents and the parent information session regarding the extended day program will be held.</p> <ul style="list-style-type: none"> Agendas/Minutes/Sign-in sheets/Parent-Student Letter will be maintained for attendance and active participation to ensure that the identified students and their parents are participating and that the target growth increase is achieved. Zenobia Johnson-McKnight will provide documentation.
f.	Administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) to selected students twice during the school year.	Executive Director of Instruction: B. Wright, District Testing Coordinator: B. Lowery, Principal: N. Nelson, Curriculum and	<p>Semptember 2008</p> <p>The MAP tests will be administered to students twice during the school year. The MAP test data will be utilized from the fall and spring administrations in order to identify individual student area(s) needing improvement and to re-teach those specific identified area(s).</p> <ul style="list-style-type: none"> MAP testing administration rosters will be maintained by Lokesia Lesane. MAP testing windows schedule will be obtained from District

		Instruction Facilitator: L. Lesane, Teachers		Administrators. MAP testing will be administered twice a year.
g.	Utilize the NovaNet and Read 180 Lab to provide remediation at least twice a week.	Principal: N. Nelson, Curriculum Facilitator: L. Lesane, Computer Lab Assistant: L. Wilson, Teachers	September 2008	<p>Students enrolled in English 1 and Algebra I will attend the NovaNet Lab at least twice a week. In the NovaNet Lab, students will be assigned various prescriptives based on identified areas of weakness. The Read 180 Lab will be used to help students with reading comprehension and endurance.</p> <ul style="list-style-type: none"> A lab schedule and bimonthly progress report will be provided to teachers. Larry Wilson is responsible for providing the lab schedule and data reports for documentation. Teachers will be responsible for adding the data to their data notebooks and using it to drive instruction. Department chairpersons will be responsible for evaluating data notebooks. Lesson plans will be reviewed weekly to ensure data is being utilized to drive instruction. Lesson plans will be rated with a lesson plan rubric. The administrative team will be responsible for documentation.
h.	Use research-based best practices to improve student achievement as outlined in <i>Classroom Instruction That Works – Research-Based Strategies for Increasing Student Achievement</i> by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock	Principal: N. Nelson, Curriculum and Instruction Facilitator: L. Lesane, and Curriculum Leadership Team: M. Davidson, J. Dizzley, S. Harrison, D. Fortune, L. Franklin, L. Lesane, R. Charles, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips- Roxas	October 2008	<p>The faculty and staff will engage in a book study. Each month a department will present chapters from the book study. The best practice strategies will then be implemented in the classroom.</p> <ul style="list-style-type: none"> Lesson plans will be reviewed weekly to determine the implementation of strategies. Lesson plans will be rated with a lesson plan rubric. The administrative team will be responsible for documentation. The curriculum leadership team will perform weekly classroom observations and provide teacher's with feedback in writing. Curriculum leadership team will be responsible for documentation. Agendas/Minutes/Sign-in sheets will be maintained of presentations. Bettie Pearson will be responsible for documentation.
i.	Provide professional development on interpreting MAP data and RIT band instruction to effectively implement instructional strategies to meet gaps in student learning.	Curriculum and Instruction Facilitator: L. Lesane, Teachers	October 2008	<p>Professional development will be provided to faculty and staff on interpreting MAP data and RIT band instruction to effectively implement instructional strategies to meet gaps in student learning and to increase the target growth from the fall to the spring MAP test administration during the Bi-Period, Curriculum Leadership Team, Departmental Data, Department, Faculty and Staff, and Report Card Data meetings.</p> <ul style="list-style-type: none"> MAP Fall/Spring Test Scores and teacher data notebooks will be maintained by faculty and staff members in order for teachers to identify the gaps in student learning, to re-teach area(s) needing improvement, and to increase the target growth from the fall to the spring MAP test administration. Lokesia Lesane will be responsible for providing signature sheets for data notebooks as documentation. Agendas/Minutes/Sign-In Sheets will be maintained for attendance, active participation, and teacher collaboration on ensuring that the target growth increase is achieved. Lokesia Lesane is responsible for providing the documentation.

j.	Utilize disaggregated data from MAP's test to plan English and Mathematics' instruction.	Principal: N. Nelson, Curriculum and Instruction Facilitator: L. Lesane, Guidance Counselors: C. Scarborough, D. Wilson	October 2008	MAP data will be disaggregated and the results will be used to plan English and Mathematics' instruction. <ul style="list-style-type: none"> Professional development on interpreting/analyzing data will be provided for teachers. Agenda/Minutes/ Sign-In Sheets will be used for documentation. Lokesia Lesane will be responsible for documentation. Lesson plans will be reviewed weekly to make recommendations concerning resources and techniques for effective instruction. Lokesia Lesane is responsible for providing the documentation. Departmental Meetings will be held bimonthly to discuss data and develop strategies for improvement. Department Chairs will be responsible providing agendas/minutes/ and sign-in sheets.
k.	Disseminate MAP data with students and parents.	Principal: N. Nelson, Curriculum and Instruction Facilitator: L. Lesane, Guidance Counselors: C. Scarborough, D. Wilson, Teachers	October 2008	MAP data will be disseminated to students by the English and Mathematics' teachers. <ul style="list-style-type: none"> The individual students MAP Score Report will be mailed to parents with a cover letter explaining the interpretation of the results and how the data will be utilized to improve student achievement. Lokesia Lesane is responsible for providing the documentation.
l.	Provide celebrations to recognize student achievement.	Curriculum Leadership Team: M. Davidson, J. Dizzley, S. Harrison, D. Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas	March 2009	The MAP data celebration to recognize students in grade 9 who will demonstrate a 3+ points' target growth increase in the mean RIT band score for English I and Algebra I from the fall MAP test administration to the spring MAP test administration will be held. <ul style="list-style-type: none"> Chart of students and their longitudinal growth will be developed. Curriculum Leadership Team: M. Davidson, J. Dizzley, S. Harrison, D. Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas are responsible for providing the documentation.
m.	Provide common planning periods for teachers to discuss students' performance.	Principal: N. Nelson, Freshmen Academy Administrator: D. Montgomery, Scheduling Team: N. Nelson, D. Montgomery, C. Scarborough, V. Miles, B. Durant	August 2008	A common planning period will be implemented in the master schedule for teachers within the Freshmen Academy to collaborate on curricular and instructional plans, review assessments, monitor student progress and to decide upon appropriate instruction and promote student success and achievement. <ul style="list-style-type: none"> The master schedule will be used as documentation. Carolyn Scarborough will be responsible for documentation. Agendas/ Minutes/Sign-In Sheets will be used as documentation. David Montgomery will be responsible for documentation.
n.	Develop a meeting schedule for faculty and staff members that outline dates of faculty meetings, bi-period meetings, common planning days and departmental meetings to ensure that teachers have time to collaborate.	Principal: N. Nelson, Administrative Assistant: B. Pearson, District Level Administrators	August 2008	A meeting schedule will be developed to ensure that departments have time for collaboration between teachers in a core area and across the curriculum. <ul style="list-style-type: none"> Agendas/Sign-In Sheets/Minutes will be provided by departmental chairs for documentation. Common Planning Agendas/Sign-In Sheets/Minutes will be provided by B. Pearson.

<p>o. Administer Flanagan Test for Higher Standards twice per Semester to assess 9th graders in Algebra 1 and English 1 on state standards.</p>	<p>Principal: N. Nelson, Curriculum and Instruction Facilitator: L. Lesane</p>	<p>October 2008</p>	<p>Flanagan's Test for Higher Standards will be used to assess students on the state standards. Assessments will be based on requirements and level of understanding as outlined by the SC State Standards.</p> <ul style="list-style-type: none"> • ViaTest (an instructional management software for assessing standards) will be used to score Flanagan's Test for Higher. A chart of student's performance will be maintained by teachers. A graph of class performance will be used as documentation. Lokesia Lesane is responsible for the documentation. • Faculty and Staff monthly meetings, Curriculum Leadership Team weekly meetings, and Departmental bimonthly meetings will be held to discuss data. Agendas/Sign-In Sheets/Minutes will be used for documentation. Curriculum Leadership Team will provide documentation.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, 87.4% or more of the fourth year students will have demonstrated state exit exam requirements on the High School Assessment Program Test (HSAP) by scoring a 200 scale score or higher in English/Language Arts and Mathematics or will have scored the HSAP equivalency on MAP testing which is 209 or greater in Reading RIT and/or 223 or greater on the Mathematics RIT.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
a. Conduct Curriculum Leadership Team and Report Card Data Team meetings at least twice monthly to discuss effective instructional strategies to meet gaps in student learning.	Curriculum Leadership Team: M. Davidson, J. Dizzley, S. Harrison, D. Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas, Report Card Data Team: M. Davidson, C. Davis, R. Charles, L. Lesane, N. Nelson, V. Miles, D. Montgomery, K. Riddle, C. Scarborough, G. Stone	September 2008	The Curriculum Leadership Team and Report Card Data Team meetings will be held at least twice monthly to discuss effective instructional strategies to meet gaps in student learning. <ul style="list-style-type: none"> Agendas/Sign-In Sheets/Minutes will be used for documentation. Dr. Nathaniel Nelson is responsible for providing the documentation.
b. Develop a master schedule that offers HSAP remediation courses during the school day.	Principal: N. Nelson, Curriculum Leadership Team: M. Davidson, J. Dizzley, S. Harrison, D.	August 2008	HSAP remediation classes will be provided during the school day for students who needed academic assistance in passing the HSAP. The students will be identified based on previous testing data (i.e., EOC/HSAP test data, English/Language Arts and Mathematics grades, and teacher recommendation).

	Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas, Scheduling Team: N. Nelson, L. Lesane, B. Pearson, C. Scarborough, V. Miles, B. Durant		<ul style="list-style-type: none"> The classes will be built into the 2008-2009 Lee Central High School master schedule. Lokesia Lesane is responsible for providing the master schedule as documentation.
c.	Conduct/participate in professional development sessions/workshops for hands-on activities that address effective lesson planning, various learning styles, research based instructional strategies (i.e., explicit direct instruction (TAPPLE), revised Bloom's Taxonomy, differentiated instruction, and data review), standards-based assessments/rubrics.	Curriculum Leadership Team: M. Davidson, J. Dizzley, S. Harrison, D. Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas and Teachers	<p>August 2008</p> <p>Lesson plans will be reviewed weekly by the Curriculum and Instruction Facilitator each Friday by 4:30 p.m., in order to ensure that effective standards-based planning has occurred.</p> <ul style="list-style-type: none"> Teacher evaluations and observations will be conducted throughout the school-year on a pre-determined rotation schedule in order to ensure that students are receiving standards-based instruction and assessments. David Montgomery will be responsible for providing the observation rotation schedule as documentation. The administrative team will be responsible for providing observation forms for documentation. Agendas/Minutes for Common Planning Professional Development, Curriculum Leadership Team Meetings, Departmental Meetings, Faculty and Staff Meetings, and School/District-Level In-Service Meetings, which will be held on a pre-determined schedule, will be maintained for attendance, active participation, and teacher collaboration to ensure that the state exit exam requirements on the High School Assessment Program Test (HSAP) is achieved. Lokesia Lesane is responsible for providing the documentation.
d.	Conduct/participate in faculty and staff study group book sessions utilizing, <i>Classroom Instruction That Works – Research-Based Strategies for Increasing Student Achievement</i> by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock and <i>Classroom Assessment & Grading that Work</i> by Robert J. Marzano and the Curriculum Leadership Team study group book, <i>The Results Fieldbook: Practical Strategies from Dramatically Improved Schools</i> by Mike Schmoker.	Curriculum Leadership Team: M. Davidson, J. Dizzley, S. Harrison, D. Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas and Teachers	<p>September 2008</p> <p>Faculty and staff study group books will be utilized to promote collaboration that will help teachers plan and implement instructional strategies and approaches effectively to improve student achievement.</p> <ul style="list-style-type: none"> The group book sessions will be provided for faculty and staff members in the following formats: Common Planning Professional Development Meetings and Curriculum Leadership Team Meetings. Bettie Pearson is responsible for providing Agendas/Minutes/Sign-In Sheets as documentation.
e.	Provide English and Mathematics Lab classes during the school day for students who need academic assistance.	Principal: N. Nelson, Curriculum and Instruction Facilitator: L. Lesane, and Curriculum Leadership Team: M. Davidson, J. Dizzley, S. Harrison, D.	<p>August 2008</p> <p>English and Mathematics Lab classes will be provided during the school day for students who need academic assistance in passing the HSAP.</p> <ul style="list-style-type: none"> The 2008-2009 Lee Central High School's Master Schedule will be developed in order to ensure that the English and Mathematics' Lab classes are scheduled. Lokesia Lesane is responsible for providing the documentation. Teacher evaluations and observations will be conducted throughout the school-year on a pre-determined rotation schedule in order to ensure that students are receiving

		Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas		standards-based instruction and assessments. David Montgomery will be responsible for providing the weekly observation rotation schedule as documentation. The administrative team will be responsible for providing observation forms for documentation.
f.	Provide built-in tutorial day and extended day programs for students who need academic assistance. 1. Continue to identify students who are in danger of not graduating, not graduating within the 4 year period, or who are not at grade level and making adequate yearly progress. 2. Provide support for students who need academic assistance with individual courses through The Homework Center. 3. Provide Credit Recovery system to award or deny credit.	Curriculum and Instruction Facilitator: L. Lesane, Lead Teacher for extended Day Program: Z. McKnight, Guidance Counselors: C. Scarborough, D. Wilson	September 2008	Built-in tutorial day and extended day programs for students who need academic assistance will be provided in conjunction with the Credit Recovery System. Students who are determined to be in danger of not graduating within four years and/or who were not making adequate yearly progress. <ul style="list-style-type: none"> Agendas/Minutes/Sign-in sheets will be maintained for attendance and active participation to ensure that the identified students are participating and that the state exit exam requirements on the HSAP and/or the Reading, Language Usage, and/or Mathematics RIT band cut score for HSAP on the MAP test increase are achieved. Pre/post test will be administered for baseline data. Zenobia Johnson-McKnight is responsible for providing the documentation.
g.	Mail parent invitation letters and conduct parent information sessions regarding the extended day program.	Principal: N. Nelson and Lead Teacher for HSAP Extended Day Program: Z. McKnight	September 2008	Invitation letters will be mailed to parents and the parent information session regarding the extended day program will be held. <ul style="list-style-type: none"> Agendas/Minutes/Sign-in sheets/Parent-Student Letter will be maintained for attendance and active participation to ensure that the identified students and their parents are participating and that the target growth increase is achieved. Zenobia Johnson-McKnight is responsible for providing the documentation.
h.	Provide professional development on interpreting MAP data and RIT band instruction to effectively implement instructional strategies to meet gaps in student learning.	Curriculum and Instruction Facilitator: L. Lesane, Teachers	October 2008	Professional development will be provided to faculty and staff on interpreting MAP data and RIT band instruction to effectively implement instructional strategies to meet gaps in student learning and to ensure that the identified students are participating and that the state exit exam requirements on the HSAP and/or the Reading, Language Usage, and/or Mathematics RIT band cut score for HSAP on the MAP test increase are achieved during the Bi-Period, Curriculum Leadership Team. <ul style="list-style-type: none"> Departmental Data, Departmental, Faculty and Staff, and Report Card Data meetings will be held at least monthly. Curriculum Leadership Team will be responsible for documentation. MAP Fall/Spring Test Scores and teacher data notebooks will be maintained by faculty and staff members in order for teachers to identify the gaps in student learning, to re-teach area(s) needing improvement, and to increase the target growth from the fall to the spring MAP test administration. Teachers will be responsible for documentation. Agendas/Minutes/Sign-In Sheets will be maintained for attendance, active participation, and teacher collaboration on ensuring that the target growth increase is achieved. Lokesia Lesane is responsible for providing the documentation.
i.	Utilize disaggregated data from MAP test to plan English and Mathematics instruction.	Principal: N. Nelson, Curriculum and Instruction	November 2008	MAP data will be disaggregated and the results will be used to plan English and Mathematics' instruction. <ul style="list-style-type: none"> Lesson plans will be reviewed weekly to make

	Facilitator: L. Lesane, Guidance Counselors: C. Scarborough, D. Wilson		recommendations concerning resources and techniques for effective instruction. Lesson plans will be rated using a rubric. Written feedback will be provided to teachers. Lokesia Lesane is responsible for providing the documentation.
j. Disseminate MAP data to students and parents.	Principal: N. Nelson, Curriculum and Instruction Facilitator: L. Lesane, Guidance Counselors: C. Scarborough, D. Wilson	November 2008	MAP data will be disseminated to students by the English and Mathematics teachers. <ul style="list-style-type: none"> The individual students MAP Score Report will be mailed to parents with a cover letter explaining the interpretation of the results and how the data will be utilized to improve student achievement. Lokesia Lesane is responsible for providing the documentation.
k. Provide celebrations to recognize student achievement.	Curriculum Leadership Team: M. Davidson, J. Dizzley, S. Harrison, D. Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas	November 2008	The MAP data celebration to recognize fourth year students who will have demonstrated state exit exam requirements on the High School Assessment Program Test (HSAP) by scoring a 200 scale score or higher in English/Language Arts and Mathematics or will have scored the HSAP equivalency on MAP testing which is 209 or greater in Reading RIT and/or 223 or greater on the Mathematics RIT will be held. <ul style="list-style-type: none"> Curriculum Leadership Team will meet to discuss data and plan celebration. Minutes/Agenda/Sign-In Sheet will be used for documentation by the Curriculum Leadership Team: M. Davidson, J. Dizzley, J. Ferguson, D. Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas, are responsible for providing the documentation.
l. Develop a plan for 12 th grade concentrators to score proficient or advanced on English/Language Arts and Mathematics' HSAP administered 2 years prior to the reporting year as required for No Child Left Behind (NCLB).	Administrative Assistant: Bettie Pearson and Career and Technology Education Teachers. Career Center Director: Bryan Durant	August 2008	The Career and Technology Education HSAP plan will be developed and the teachers will collaborate in order to monitor 12 th grade concentrators to score proficient or advanced on English/Language Arts and Mathematics' HSAP. <ul style="list-style-type: none"> Bettie Pearson will be responsible for submitting the plan for documentation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

By April 1, 2009, 79.6% of seniors will have demonstrated adequate progress towards on time graduation which will include successfully passing the High School Assessment Program Test (HSAP) and having completed, enrolled in, or assigned to a credit recovery program to complete 24 Carnegie units.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
a. Identify students who are in danger of not graduating, not graduating within the 4 year period, and/or who are not at grade level and making adequate yearly progress.	Report Card Data Team: M. Davidson, C. Davis, R. Charles, L. Lesane, N. Nelson, V. Miles, D. Montgomery, K. Riddle, C. Scarborough, G. Stone	August 2008	An Excel spreadsheet will be developed in order to update and provide the status of all 4 th year students indicating if the students are in danger of not graduating, not graduating within the 4 year period, and/or who are not at grade level and making adequate yearly progress. <ul style="list-style-type: none"> Report Card Data Team Monthly Meeting Agendas/ Minutes/Sign-In Sheets will be maintained. Excel spreadsheet will be developed. Dr. Nathaniel Nelson is responsible for providing the documentation.
b. Provide support for students who need academic assistance with individual courses through The Homework Center.	Curriculum and Instruction Facilitator: L. Lesane, Lead Teacher: Z. McKnight, Guidance Counselors: O. Jackson, C. Scarborough, D. Wilson	September 2008	An extended day program for 4 th year students who need academic assistance will be provided in conjunction with the Credit Recovery System. Students who are determined to be in danger of not graduating within four years and/or who are not making adequate yearly progress will be identified to participate in the extended day program. <ul style="list-style-type: none"> Agendas/Minutes/Sign-in sheets will be maintained for attendance and active participation to ensure that the identified students are participating in the program. Pre/post test will be administered for baseline data. Zenobia Johnson-McKnight is responsible for providing the documentation. Progress reports will be given to teachers on students who receiving academic assistance. Zenobia Johnson-McKnight is responsible for providing progress reports for documentation.
c. Provide Credit Recovery system to award or deny credit.	Curriculum and Instruction: L. Lesane, Lead Teachers: z. McKnight, Guidance Counselors: O.	September 2008	A Credit Recovery program for 4 th year students who need academic assistance will be provided. Students who are determined to be in danger of not graduating within four years and/or who were not making adequate yearly progress will be identified to participate in the extended day program. <ul style="list-style-type: none"> Agendas/Minutes/Sign-in sheets will be maintained for

	Jackson, C. Scarborough, D. Wilson		attendance and active participation to ensure that the identified students are participating in the program. Pre/post test will be administered for baseline data. Zenobia Johnson-McKnight is responsible for providing the documentation.
d. Maintain a 9GR file for 2005-2006, identify all students who are scheduled to graduate in 2009, confirm the students' enrollment status, and complete the graduation template for the Class of 2009.	Report Card Data Team: M. Davidson, C. Davis, R. Charles, L. Lesane, N. Nelson, V. Miles, D. Montgomery, K. Riddle, C. Scarborough, G. Stone	August 2008	A 9GR file will be maintained in order to monitor the 4 th year students' enrollment and graduation status. <ul style="list-style-type: none"> Report Card Data Team: M. Davidson, C. Davis, R. Charles, L. Lesane, N. Nelson, V. Miles, D. Montgomery, K. Riddle, C. Scarborough, G. Stone are responsible for providing the 9GR file as documentation.
e. Maintain a documentation notebook of all transfers and withdrawals.	Guidance Counselors: C. Scarborough, D. Wilson	August 2008	Transfers/withdrawal forms and transcript requests will be maintained in a notebook in order to monitor the 4 th year students' enrollment status. <ul style="list-style-type: none"> Shirley Stuckey is responsible for providing the notebook documentation.
f. Contact all dropouts and students whose status is unknown in order to identify their status and encourage them to re-enroll, if applicable.	Guidance Counselors: C. Scarborough, D. Wilson	September 2008	Enrollment/attendance data will be reviewed in order to monitor the enrollment status of 4 th year students and/or if the students need to be contacted by a guidance counselor regarding their enrollment status. <ul style="list-style-type: none"> Guidance Counselors: C. Scarborough and D. Wilson are responsible for providing the documentation of meetings held to discuss enrollment and attendance data. This documentation will include Agendas/Sign-In Sheets/Minutes of departmental meetings, Attendance Committee Meetings, and/or student conference with students.
g. Conduct 4 th year student conferences regarding courses, graduation status, Individualized Graduation Plans (IGP), and career counseling with all currently enrolled students.	Guidance Counselors: C. Scarborough, D. Wilson, B. Lowery	September 2008	Individualized Graduation Plans, graduation status forms will be maintained in order to monitor the 4 th year students' graduation status. <ul style="list-style-type: none"> Conference sign-in sheets will be provided for documentation by the Guidance Counselors: C. Scarborough, B. Lowery and D. Wilson.
h. Maintain a graduation rate template for each grade level in order to monitor the status of the graduation rate.	Report Card Data Team: M. Davidson, C. Davis, R. Charles, L. Lesane, N. Nelson, V. Miles, D. Montgomery, K. Riddle, C. Scarborough, G. Stone	August 2008	The graduation rate template will be maintained in order to monitor the 4 th year students' graduation status. <ul style="list-style-type: none"> Shirley Stuckey and Velma Miles are responsible for providing the graduation template and or transfer/withdrawal notebook for documentation.
i. Utilize the Education and Economic Development Act (EEDA) and Work of the At-Risk Student Committee (ARSC) Nine Schools Project Planning and Professional Development Dropout Grant to plan and provide professional development for a comprehensive dropout program.	Assistant Principal for Attendance: David Montgomery	August 2008	The EEDA ARSC Nine Schools Project Planning and Professional Development Dropout Grant will be developed and implemented in order to decrease the dropout rate and increase the graduation rate. <ul style="list-style-type: none"> David Montgomery is responsible for providing the documentation agendas/minutes/sign-in sheets of Drop-out Prevention Meetings.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, the principal will provide instructional leadership that will result in 50% of the grade 9 students scoring a MAP Reading RIT of 209 or higher and/or a Language Usage RIT of 210 or higher so that students will score 70% or above on the English 1 and Algebra 1 End-of-Course (EOC) Test.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
a. Provide a full-time administrator for curriculum and instruction.	Director of Human Resources: M. Gary, and Principal: N. Nelson	July 2008	Lokesia Lesane, Curriculum and Instruction Facilitator, responsibilities will be the following: supervising the English Department; coordinating Measures of Academic Progress (MAP) and End-of-Course (EOC) Testing; analyzing and disaggregating standardized school test data to assist teachers in instructional and programmatic needs; observing instruction delivered by each English I teacher and provide follow-up conferences; evaluating the curriculum and reviewing lesson plans to make recommendations concerning resources and techniques for effective instruction; and serving as the Professional Development Coordinator. <ul style="list-style-type: none"> A letter of recommendation will be provided. Dr. Nathaniel Nelson is responsible for providing the recommendation letter for documentation.
b. Conduct/participate in faculty and staff study group book sessions utilizing, <i>Classroom Instruction That Works – Research-Based Strategies for Increasing Student Achievement</i> by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock and <i>Classroom Assessment & Grading that Work</i> by Robert J. Marzano and the Curriculum Leadership Team study group book, <i>The Results Fieldbook: Practical Strategies from Dramatically Improved Schools</i> by Mike Schmoker.	Curriculum Leadership Team: M. Davidson, J. Dizzley, S. Harrison, D. Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas and Teachers	September 2008	Faculty and staff study group books will be utilized to promote collaboration that will help teachers plan and implement instructional strategies and approaches effectively to improve student achievement. The study group sessions will be provided for faculty and staff members in the following formats: Common Planning Professional Development Meetings and Curriculum Leadership Team Meetings. <ul style="list-style-type: none"> Dr. Nathaniel Nelson is responsible for providing agendas/sign-in sheets/minutes as documentation.
c. Conduct/participate in professional development sessions/workshops for hands-on activities that address effective lesson planning, various learning	Curriculum Leadership Team: M. Davidson, J. Dizzley,	August 2008	Lesson plans will be reviewed weekly by the Curriculum and Instruction Facilitator each Friday by 4:30 a.m., in order to ensure that effective standards-based planning has occurred.

	styles, research based instructional strategies (i.e., explicit direct instruction (TAPPLE), revised Bloom's Taxonomy, differentiated instruction, and data review), standards-based assessments/rubrics.	S. Harrison, D. Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas and Teachers		<ul style="list-style-type: none"> Teacher evaluations and observations will be conducted throughout the school-year on a pre-determined rotation schedule in order to ensure that the English I students are receiving standards-based instruction and assessments. Agendas/Minutes for Common Planning Professional Development, Curriculum Leadership Team Meetings, Departmental Meetings, Faculty and Staff Meetings, and School/District-Level In-Service Meetings, which will be held on a pre-determined schedule, will be maintained for attendance, active participation, and teacher collaboration to ensure that the target growth increase is achieved. <p>Dr. Nathaniel Nelson is responsible for providing agenda/minutes and the rotation schedule for documentation.</p>
d.	Develop a classroom observation form to be utilized weekly that provides constructive feedback on areas such as standards-based instruction, instructional strategies, and formative and summative assessments.	Curriculum Leadership Team: M. Davidson, J. Dizzley, S. Harrison, D. Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas and Teachers	August 2008	<p>Observation forms will be utilized during conducted routine classroom observations and evaluations throughout the school year to ensure that effective standards-based planning has occurred and to provide teachers with constructive feedback for improving instructional delivery and student learning.</p> <ul style="list-style-type: none"> Observation forms will be maintained in a notebook for documentation. Dr. Nathaniel Nelson is responsible for providing the documentation.
e.	Provide opportunities for teachers to conduct observations of master teachers and model lessons that demonstrate best practices in teaching and student learning.	Principal: N. Nelson	September 2008	<p>Observations of master teachers and model lessons pre/post reflection and feedback forms will be reviewed by the Curriculum and Instruction Facilitator during the week following observation of master teacher and/or model lessons.</p> <ul style="list-style-type: none"> Dr. Nathaniel Nelson is responsible for providing pre/post reflections as documentation.
f.	Provide funding in school budget for media center books to improve literacy skills.	Principal: N. Nelson	August 2008	<p>Providing a current collection of books in the media center will provide students and teachers with the essential literature needed to improve student literacy skills.</p> <ul style="list-style-type: none"> Dr. Nathaniel Nelson is responsible for providing copies of purchase requisitions as documentation.
g.	Provide professional development on teaching on a ninety minutes block schedule to ensure instructional time is being maximized.	Principal: N. Nelson, Administrative Assistant: B. Pearson	August 2008	<p>Providing professional development on teaching on block schedule will help teachers learn to plan for ninety minutes. The professional development will include best practices activities and hands on activities that can be used to help maximize the ninety minute instructional block. Agenda and sign-in log will be maintained.</p> <ul style="list-style-type: none"> Bettie Pearson will be responsible for providing agenda/sign-in sheets as documentation. Teacher evaluations and observations will be conducted throughout the school-year on a pre-determined rotation schedule in order to ensure that teachers are implementing reading across the curriculum strategies into classroom instruction. David Montgomery will be responsible for providing the observation rotation schedule as documentation. The administrative team will be responsible for providing observation forms for documentation.
h.	Investigate an effective reading program for	Principal:	July 2008	The "Read 180" Program and other reading programs will be investigated

	school purchase and plan for professional development for implementation.	N. Nelson		to determine which reading program will be purchased to address the reading achievement level of students who are below proficient level. <ul style="list-style-type: none"> • Bi-monthly data reports and classroom attendance logs to lab will be maintained and utilized to ensure effectiveness of the program. Larry Wilson is responsible for providing the documentation.
i.	Provide funding for the 8.5 Academy that will help 9 th graders make the transition from 8 th to 9 th grade.	Principal: N. Nelson, Assistant Principal: D. Montgomery, Guidance Counselor: D. Wilson	August 2008	The 8.5 Academy will be a time for upcoming 9 th graders to be introduced to high school. The freshmen academy teachers will teach students important techniques on note taking, coping with peer pressure, and etc. <ul style="list-style-type: none"> • Attendance logs and agendas of the program will be maintained. David Montgomery will be responsible for documentation.
j.	Provide professional development on literacy across the curriculum to help students become proficient readers.	Principal: N. Nelson, Administrative Assistant: B. Pearson	September 2008	This professional development will help teachers learn to incorporate reading strategies across the curriculum. <ul style="list-style-type: none"> • Agenda and sign-in log will be maintained. Bettie Pearson will be responsible for providing documentation.

FOCUSED SCHOOL RENEWAL PLAN

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Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

By April 1, 2009, the principal will provide instructional leadership that will result in 79.6% of seniors having demonstrated adequate progress towards on time graduation which will include successfully passing the High School Assessment Program Test (HSAP) and having completed, enrolled in, or assigned to a credit recovery program to complete 24 Carnegie units.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
a. Conduct/participate in professional development sessions/workshops for hands-on activities that address effective lesson planning, various learning styles, research based instructional strategies (i.e., explicit direct instruction (TAPPLE), revised Bloom's Taxonomy, differentiated instruction, and data review), standards-based assessments/rubrics.	Curriculum Leadership Team: M. Davidson, J. Dizzley, S. Harrison, D. Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas and Teachers	August 2008	Lesson plans will be reviewed weekly by the teacher submitting them to the Curriculum and Instruction Facilitator each Friday by 4:30 pm., in order to ensure that effective standards-based planning has occurred. <ul style="list-style-type: none"> Teacher evaluations and observations will be conducted throughout the school-year on a pre-determined weekly rotation schedule in order to ensure that students are receiving standards-based instruction and assessments. Agendas/Minutes for Common Planning Professional Development, Curriculum Leadership Team Meetings, Departmental Meetings, Faculty and Staff Meetings, and School/District-Level In-Service Meetings, which will be held on a pre-determined schedule, will be maintained for attendance, active participation, and teacher collaboration to ensure that the target growth increase is achieved. Lokesia Lesane is responsible for providing the documentation.
b. Provide teachers with the opportunity and tools to develop/refine curriculum guides for academic courses to ensure alignment to grade level and to state standards and college/career readiness standards.	Curriculum Leadership Team: M. Davidson, J. Dizzley, S. Harrison, D. Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas and Teachers	August 2008	Curriculum guides will be implemented in classroom instruction to ensure that students are engaged in an ambitious and challenging course of study, developed by staff members who are dedicated to helping students achieve state and local standards and leave school prepared for success in work or further education. <ul style="list-style-type: none"> S3 Curriculum Training agendas will be maintained. Professional Development on developing curriculum guides will be held throughout the school year. Lokesia Lesane is responsible for providing agendas/sign-in sheets as documentation.

c. Provide teachers with professional development and to enhance student learning to improve the graduation rate.	Curriculum Leadership Team: M. Davidson, J. Dizzley, S. Harrison, D. Fortune, L. Franklin, R. Charles, L. Lesane, N. Nelson, J. Martin, D. Montgomery, B. Pearson, C. Scarborough, G. Stone, and D. Tips-Roxas and Teachers	September 2008	<p>Providing teachers with professional development focused on topics such as meeting the needs of diverse students and providing resources such as up-to-date instructional materials, informational technology, and an environment conducive to learning will promote student retention for graduation.</p> <ul style="list-style-type: none"> David Montgomery will be responsible for providing agendas/sign-in sheets as documentation.
d. Increase career education readiness programs by adding relevant career courses to master schedule.	Curriculum and Instruction Facilitator: L. Lesane, Administrative Assistant: B. Pearson Guidance Counselors: C. Scarborough, D. Wilson, Database Specialist: V. Miles District Testing Coordinator: B. Lowery	August 2008	<p>Increase of career education readiness programs in the school curriculum will provide students with relevancy and connection between school and careers after graduation while equipping them with the technological and 21st century skills needed for career choices.</p> <ul style="list-style-type: none"> Bettie Pearson will be responsible for providing a copy of the master schedule as documentation.
e. Make current reports of graduation status and longitudinal HSAP progress data available to the Report Card Data and Curriculum Leadership team in order to monitor the status of the graduation rate.	Report Card Data Team: M. Davidson, C. Davis, R. Charles, L. Lesane, N. Nelson, V. Miles, D. Montgomery, K. Riddle, C. Scarborough, G. Stone	July 2008	<p>The graduation rate template and longitudinal HSAP progress will be utilized to identify students who may need additional intervention.</p> <ul style="list-style-type: none"> Velma Miles is responsible for providing the graduation template as documentation.
f. Provide funding for parent workshop on graduation requirements, helping their children plan for the future and financial aid.	Principal : N. Nelson, Guidance Counselors: C. Scarborough and D. Wilson	October 2008	<p>These workshops supply parents with information on graduation and how they can help their children meet this milestone in their lives. The other workshops provide parents with useful information on preparing for their child's future.</p> <ul style="list-style-type: none"> Agendas and sign-in logs will be maintained. Carolyn Scarborough will be responsible for documentation.

FOCUSED SCHOOL RENEWAL PLAN
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District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1:

By April 1, 2009, the district administration will provide instructional resources and develop instructional practices to support student achievement goal 1, which states students in grade 9 tested by Measures of Academic Progress (MAP) will demonstrate a mean of 3 points longitudinal achievement growth in the RIT band score from the fall MAP test administration to the spring MAP test administration so that students will score 70% or above on the English 1 and Algebra 1 End-of-Course (EOC) Test.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation` Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
a. Purchase instructional materials that are relevant and any necessary resources to maximize instructional delivery.	Executive Director of Curriculum and Instruction: B. Wright Finance Director: K. Stokes Teachers: Lee Central High School Faculty Lee Central High School Principal: N. Nelson	August 2008	Providing relevant instructional materials will give teachers additional supplemental resources to remediate and prepare students for the End-of-Course tests. Supplemental materials (practice test, etc.) will be provided for teachers to use in after-school or pull-out programs and in ELA and Math Classes. Students will be remediated in areas identified as weaknesses. <ul style="list-style-type: none"> • Sample resource materials along with purchase orders will be provided for documentation. • Classroom observations from both the school and district level (bi-weekly) administrative staff will be provided. • Report from the principal on the use of instructional materials incorporated into instruction. • Selected lesson plans where remediation was provided in classes. • Analysis of the fall administration of MAP reading and math scores. This data was used to determine which materials to purchase to provide remediation to students. Bernice Wright will be responsible for providing documentation.
b. Recruit and train staff to work in after-school or pull-out remediation programs	Executive Director of Curriculum and Instruction: B. Wright Lee Central High School Principal: N. Nelson	October 2008	In order to have an effective afterschool or remediation program teachers must be properly trained on using best practice teaching strategies. The district will provide training and a small stipend to teachers who participate in these programs <ul style="list-style-type: none"> • Agendas/Minutes/Sign-In sheets of the training will be used as documentation.

			<ul style="list-style-type: none"> Teachers will complete an evaluation form. The analysis of the evaluation form of the training will also be provided. During training sessions, teachers will review test data and identify areas of weakness. This information will be kept in a data notebook. Sample notebooks will be used as documentation. <p>Bernice Wright will be responsible for providing documentation.</p>
c. Hold quarterly district data analysis meetings to monitor student attendance to see its impact on academic progress.	<p>Executive Director of Curriculum and Instruction: B. Wright</p> <p>Attendance Supervisor: B. Lowery</p> <p>District Curriculum Team: District Curriculum Team: B. Scott, B. Lowery, C. Stover, L. Stringer, B. Wright</p>	August 2008	<p>Conducting quarterly district data analysis meeting will keep everyone aware of utilizing the data to monitor academic progress and student attendance. This information will be shared with teachers to assist in planning instruction.</p> <ul style="list-style-type: none"> A district data notebook will be compiled to monitor student academic progress. The information will be used to monitor the data and to inform the school administration, teachers and students of the direction and focus of the instruction. This notebook will be used as documentation. Professional development will be done to correlate student attendance with their performance in class as well on standardize test. A professional development schedule along with agendas, sign-in sheets, and data notebooks will be used as documentation. Agendas/minutes/sign-in sheets of data analysis meeting will be used as documentation. <p>Bernice Wright and Betty Lowery will be responsible for providing documentation.</p>
d. Provide funding in PDSI budget for teachers to participate in professional development geared to teaching and assessing the academic standards in their subject.	<p>Exec. Director of Instruction: B. Wright</p> <p>Dir. of Finance: K. Stokes</p>	September 2008	<p>District administrators, school administrators and designated subject area teachers will attend workshops (Standard Support) and use the train-the-trainer model to share strategies with other teachers and staff member.</p> <ul style="list-style-type: none"> Request to attend forms for standard support training will be used as documentation Agendas/Handouts will be used as documentation of collaborative professional developments using the train -the-trainee model. Classroom observation and feedback forms will be used as evidence of strategies implement in classroom. <p>Bernice Wright will be responsible for providing documentation.</p>
e. Provide opportunity for regular on-site and out of district professional development participation, monitor classroom implementation of the utilization of MAP driven instruction, data analysis, best practices, to provide teachers with strategies to assist in preparing students to pass the MAP, HSAP, EOCEP, and district/school Benchmark tests.	<p>Executive Director of Instruction: B. Wright</p> <p>District Curriculum Team: B. Wright, B. Lowery, B. Scott, L. Stringer, and C. Stover.</p>	August 2008	<p>Providing opportunities for professional development will give teachers strategies to use when analyzing and disaggregating test data. Teachers will learn new strategies to use in their classrooms, as well as additional resources to assist students in passing the test</p> <ul style="list-style-type: none"> Conference registration forms, approved request to attend forms, agendas, and handouts from school/district level workshops will be used as documentation.

			Bernice Wright will be responsible for providing documentation.
f. Develop a schedule for district administrators to utilize during an informal instruction walk-thru bi-weekly.	<p>Exec. Director of Instruction: B. Wright</p> <p>District Curriculum Team/Data Team: B. Wright, B. Lowery, B. Scott, L. Stringer, and C. Stover.</p>	September 2008	<p>Providing a schedule and utilizing the approved district informal evaluation walk-thru form will allow any district staff to observe instruction and give feedback in a consistent manner. The district C&I/Data Team will be able to use this information to assist in planning instruction and to plan for staff development.</p> <ul style="list-style-type: none"> The walk-thru biweekly schedule along with the observation forms and feedback forms will be provided as documentation. <p>Bernice Wright will be responsible for providing documentation.</p>

FOCUSED SCHOOL RENEWAL PLAN
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District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 2:

By April 1, 2009, district administrators will provide resources, professional development, monitoring, and support to ensure that 79.6% of the seniors at Lee Central High School have demonstrated adequate progress toward on time graduation which will include successfully passing the High School Assessment Program Test (HSAP) and assignment, enrollment or completion of classes including credit recovery to complete 24 Carnegie units.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
a. A professional development schedule will be developed utilizing assessment data collected, teacher surveys, principal’s recommendations and the district curriculum team’s observations.	Exec. Director of Instruction: B. Wright District Curriculum Team: B. Scott, B. Lowery, C. Stover, L. Stringer, B. Wright	May 2008	Assessment data, teacher surveys, principal’s recommendations and district curriculum team observations results will be used to select topics for the district’s professional development plan. This plan will be used to provide teachers with the necessary support and professional development to ensure that instruction is being effectively delivered to students. The high school graduation rate will improve when instruction is effectively delivered to students. <ul style="list-style-type: none"> • Surveys will be completed by teachers to identify areas they would like to improve in. The survey data will be compiled and analyzed by the district curriculum team. A copy of the survey along with the analysis will be used for documentation. • The principal will be required to observe classes and to make recommendations on professional developments that will help improve student achievement. The principal’s recommendations and copies of class observations will be used as documentation. • The district curriculum team will perform bi-weekly classroom observations. Data from the observations will be compiled. The data collected from surveys, principal’s recommendation, district observation will be used to create a professional development schedule. The professional development schedule along with agendas/minutes/sign-in sheets will be used as documentation. Bernice Wright will be responsible for providing documentation.
b. Provide collaborative professional development opportunities and resources for administrator and	Superintendent: C. Richardson	August 2008	The collaborative professional development will provide structure, resources, support and overall advice to teachers and administrators on

teachers to revise and update curriculum/pacing guides.	Exec. Director of Instruction: B. Wright District Curriculum Team: B. Scott, B. Lowery, C. Stover, L. Stringer, B. Wright		revising and updating curriculum/pacing guides. Updating and revising curriculum/pacing guide will ensure that focus is being placed on essential understandings. <ul style="list-style-type: none"> A team of teachers and school administrator will attend training sessions on using the SCDE Default Curriculum and plan to make adjustment as needed. Request to attend forms and agendas of training sessions will be used as documentation. Bi-weekly classroom observations will be performed by district level administration and teachers will be provided with timely feedback. Observation forms and feedback sheets will be used as documentation. Agendas/minutes/sign-in sheets will be used as documentation. Bernice Wright will be responsible for providing documentation.
c. Employ the services of consultants to provide professional development on data analysis, and using the data to guide instruction.	Exec. Director of Instruction: B. Wright Finance Director: K. Stokes	August 2008	The consultant will assist administrator and teachers using data to guide instruction. <ul style="list-style-type: none"> Consultant contract, agendas, handouts, sign-in sheets, and completed workshop evaluation will be used as documentation. Bernice Wright will be responsible for providing documentation.
d. Implement an effective system for evaluating staff performance, monitoring instruction and providing feedback to support student achievement.	Exec. Director of Instruction: B. Wright Finance Director: K. Stokes	August 2008	Instruction should be monitored at all levels. Utilizing an approved district monitoring instrument to be used by all district curriculum personnel will provide uniformity. Having a district wide instrument will give support for teacher evaluation and writing improvement plans. <ul style="list-style-type: none"> Training, sign-in sheet, monitoring instrument/tool or feedback form, purchase orders for handheld PDA will be used as documentation. Bernice Wright will be responsible for providing documentation.
e. Recognize students, teachers, and parents of students who passed all portions of the Spring 2008 HSAP.	Superintendent: C. Richardson Exec. Director of Instruction: B. Wright	December 2008	Presenting awards to students, parents and teachers will encourage students to perform at a higher level. Awards will be presented to students, parents and teachers at the School Board meeting. <ul style="list-style-type: none"> Board agenda, sign-in sheets, newspaper articles, purchase order for incentives to students and pictures from the presentations will be used as documentation. Bernice Wright will be responsible for providing documentation.
f. Provide district-wide subject area articulation meetings to assist teachers in revising and implementing use of grade/subject area pacing guides to correlate curriculum standards as needed.	Exec. Director of Instruction: B. Wright Director of Federal Programs: B. Scott	October 2008	Subject/grade level common planning and articulation meetings to revise pacing guides and plan for classroom instruction to provide consistency for same subjects taught by different teachers and to ensure that skills are taught prior to testing. <ul style="list-style-type: none"> Minutes of meetings, along with sign-in sheets, and agendas will be used as documentation Samples of common lesson plans will be copied and used as documentation. Bernice Wright will be responsible for providing documentation.
g. Purchase, print and make available to teachers Flanagan's benchmark Test for Higher Standards.	Exec. Director of Instruction: B. Wright	August 2008	Results of the Flanagan's Benchmark test will be used to monitor student achievement and plan for instruction. <ul style="list-style-type: none"> Purchase order certifying the purchase of the Flanagan's Benchmark Test for Higher Standards will be provided for documentation. Copies of Benchmark tests will be used as documentation. Benchmark data will be analyzed by district level staff and teachers. The data analysis will be used as documentation. Lesson plans evaluated by both school and district

			<p>administrators to ensure data is driving instruction. Sample lesson plans will be submitted as documentation along with feedback.</p> <p>Bernice Wright/District C&I/Data Team will be responsible for providing documentation.</p>
h. Monitor and evaluate the professional development plan.	Exec. Director of Instruction: B. Wright	August 2008	<p>Monitoring and evaluating the professional development plan will ensure that it is being used effectively to improve student achievement.</p> <ul style="list-style-type: none"> Classroom observations will be performed by district and school level administration and teachers will be provided with timely feedback. Observation forms and feedback sheets will be used as documentation. Surveys will be used to collect data on the effectiveness of the professional development plan. The data analysis and a copy of the survey will be used as documentation. <p>Bernice Wright will be responsible for providing documentation.</p>
i. Implement a collaborative data meeting with school level administration and report card committee to discuss the progress of on-time graduation.	Superintendent: C. Richardson Exec. Director of Instruction: B. Wright Data Team: B. Scott, B. Lowery, C. Stover, L. Stringer, B. Wright	October 2008	<p>Implementing a collaborative data meeting on the high school graduation rate will help the district monitor and provide support to school level administration on ensuring the success of obtaining the goal. These meeting will allow time to make suggestion, provide feedback and engage in discussions about improving the graduation rate.</p> <ul style="list-style-type: none"> Minutes/agenda/sign-in sheets of meetings will be used as documentation. <p>Bernice Wright will be responsible for providing documentation.</p>

**FOCUSED SCHOOL RENEWAL PLAN
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**Title and Description of Each Program and Initiative
Included in the FSRP**

Measures of Academic Progress (MAP) is a state- aligned computerized adaptive assessment program that provides educators with the information needed to improve teaching and learning. The growth and achievement data is used from MAP to develop targeted instructional strategies and to plan school improvement.

Credit Recovery Program (NovaNET) is a component of the extended day program specifically designed as an opportunity for students to retrieve credit for classes in which they have received failing grades. Curriculum for these classes is delivered over the Internet and can be accessed during their class period and/or afterschool.

Homework Center Program is a component of the extended day program that targets students who did not pass the portions of Mathematics, Physical Science, and/or English Language Arts on the End of Course test as well as those students who did not pass Mathematics and/or English Language Arts on the HSAP. The program is designed to improve the academic performance on the EOC/HSAP through the use of individualized instruction that addresses student areas of deficiency.

Reading 180 Program is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. This program also addresses the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

Project ACT is an after-school program designed to provide a variety of services that connect academic learning to the world of work.